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ABSTRACT

A study investigated whether comprehension would be affected by utilizing prereading strategies. Subjects were 57 students (low level 11th graders) in 4 classes. Two classes, totaling 29 students, utilized prereading strategies before 2 units of study. In the other 2 classes, with 28 usable subjects, no prereading activities were used prior to reading; otherwise instruction was the same. Results showed no significant differences between the two groups. (Three tables of data are included. Fifteen references and two appendixes containing raw data, and unit tests and plot map are attached.) (Author/SR)

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THE EFFECTS OF PREREADING ACTIVITIES ON READING COMPREHENSION

by
Tracey H. Usen

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ABSTRACT

This study was conducted to determine whether comprehension would be affected by utilizing prereading strategies. Fifty-seven subjects who were used for this study were all low level eleventh graders. Four classes averaging 20 students were utilized. Two classes, totalling 29 students, utilized prereading strategies before two units of study. The other two classes, 28 useable subjects received no prereading activity prior to reading; otherwise instruction was the same. Although there was no significant difference between these two groups, the results and observations were promising.

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Without a doubt, the single most important reading skill a person must master is comprehension. Therefore, all educators should be concerned when their students have problems comprehending written material. Comprehension instruction is currently inadequate in our classrooms. (Durkin, pp. 78-79) As instructors, we should be most concerned with the extent to which students will comprehend stories without assistance. (Johnston, 1985)

"Comprehension is building bridges between the new and the known" (Clements-Davis, 1991, p. 45). Good readers will approach all written material actively. They bring with them all the prior knowledge that they have attained on that subject. They have a set purpose for reading and during reading they are constantly predicting and checking their understanding. All reading presupposes that the reader has some degree of background knowledge on a subject. (Henry, 1990) Teachers must enhance a students prior knowledge in order to achieve a better understanding of the text for their students.

Bauso (1988) states that the words on a page do not lead to comprehension, but instead the reader hooks these words to a network of prior knowledge that is stored in their head. Prereading strategies have been developed to draw on this background knowledge in order to enhance

comprehension. As implied by Clements-Davis & Ley (1991) there are many different types of preorganizers. Teachers need to investigate several of these to find out what works best for their students. Prereading organizers should provide the "ideational scaffolding" or superordinate ideas under which new subordinate ideas may be subsumed. (Searl, 1983) This is one way to bridge the gap between the known and the unknown; therefore enhancing a student's comprehension. As suggested above, the type or nature of prereading orgainizes which provides improvements in comprehension may differ for different segments of the school population. Research on strategies with different samples need to be continued to determine what works best with what samples.

HYPOTHESIS

To add to the body of information on prereading strategies the following study was undertaken. It was hypothesized that the use of a prereading strategy would not improve reading comprehension for low level high school students.

PROCEDURES

Four randomly selected classes were utilized in this study. Although there were five basic skills reading and writing classes, the last class of the day was eliminated due to the fact that many of the students tend to be tired at this time and fatigue might have had a negative effect on the outcome of the study. The students were from Elizabeth High School, an urban school in New Jersey. While they are all in the eleventh grade, some have been left back and were repeating the grade. All of the students were placed into these basic skills classes because they failed the High School Proficiency Test in Reading, Writing or both prior to the 92-93 school year.

One teacher taught all of the classes. Two of the classes were randomly been designated as experimental sample, and two of the classes serve as the control sample. The experimental sample had 29 students, and the control group had 28 students.

Two separate story units were taught: The Tell-Tale Heart and Anne Frank: The Diary of a Young Girl. Each unit took approximately 12 class periods, 45 minutes each. The first story, The Tell-Tale Heart by Edgar Allan Poe, was introduced to the experimental sample with three different pre-reading techniques. The techniques used were brainstorming, vocabulary instruction (VLP) and a story map. These techniques were utilized through

cooperative learning. The control group did not receive any of the above instruction. Both groups, however, received traditional instruction, skill work (adjective and adverb review) and explanation throughout the reading.

The story was orally read to all four groups by the researcher, so as not to alter the results by misunderstanding. Three different evaluation techniques followed the story. These include:

1) Students prepared their own five question vocabulary fill-in test, using the vocabulary from the story.
2) A Plot Map (worth 3 points)
3) A 29 question unit test. (True/False, Matching, Multiple Choice, and Short Answer)
4) Class discussions

The second story was a required unit in the curriculum. It was a chapter of Anne Frank: The Diary of a Young Girl which cames from the text Best Selling Chapters. The Pre-Reading activities that were included in this unit were Brainstorming and Webbing on WWII, VLP (Vocabulary Language Predictions) done cooperatively, and an Anticipation Guide. Included in this unit are also related articles which also include a VLP and an Anticipation Guide following each article. All five sections of the unit, including the chapter were followed by general questions and open-ended questions.

There were three different evaluations at the end of this unit including:

1) A standardized multiple choice test made by the book company.
2) A teacher-made matching on the vocabulary.
3) A journal style essay.
4) Class discussions.

The data was collected in the following matter:

1) The raw score of the standardized and teacher made tests were totaled to provide one objective score.
2) The Plot Map and Essays were subjectively rated. (1-3 for the map, 3 being the highest, and 1-5 for the essay, 5 being the highest)

All of the data was tabulated and subjected to statistical analysis. The two unit test score were combined to achieve for data ease.

RESULTS

The results indicated in Table one show that no significant mean difference on the standardized tests appeared between the two samples.

TABLE 1

Standardized Unit Test

GROUP TYPE	NUMBER IN SAMPLE	MEAN	STANDARD DEVIATION	t Test
Control	28	35.107	9.122	-1.77
Experimental	29	39.241	8.492	

Although a mean difference of 4.13 between the samples in favor of the experimental sample is promising, it cannot be constituted as significant.

TABLE 2

Plot Map for TELL-TALE HEART

GROUP TYPE	NUMBER IN SAMPLE	MEAN	STANDARD DEVIATION	t Test
Control	28	1.821	1.442	-.016
Experimental	29	1.828	1.416	

As is evident in both Table 2 and 3, there was no significant difference between the means of control sample and the experimental sample.

TABLE 3

Essay testing story comprehension-DIARY OF ANNE FRANK

GROUP TYPE	NUMBER IN SAMPLE	MEAN	STANDARD DEVIATION	t Test
Control	28	2.607	1.315	-.83
Experimental	29	2.897	1.319	

CONCLUSIONS AND IMPLICATIONS

The hypothesis of this study that there would be no significant difference in the use of a prereading strategy to improve reading comprehension, was supported by the results of this study. Therefore the hypothesis was accepted.

Although there was no significant difference between the mean gains in comprehension for the experimental and control samples at the conclusion of the study, a mean difference of 4.1 in favor of the sample using a pre-reading was very promising in that the t was approaching significance. Moreover, the students in the experimental group appeared to be more involved in the reading, especially in the second unit. This sample tended to ask more probing questions related to how World War II effected Anne Frank, as well as a curiosity about Hitler's demise. It would appear that curiosity stemmed

from the prereading brainstorming activity. Therefore, while there is no significant differnce in favor of pre-reading strategies, this kind of difference suggests that there is a place for prereading strategies in teaching. A continuation of this type of instruction over a larger period of time is recommended to determine if faculty in use produces better results.

EFFECTS OF PREREADING ACTIVITIES ON READING COMPREHENSION: RELATED RESEARCH

There is a great deal of research that stresses the importance of comprehension in reading. Reading comprehension is a concern of all educators today. In the past, comprehension was viewed as an "approximation" of the text read. Currently, we view the test as a "blueprint for meaning" which enables students to incorporate their own experiences and build a model of what the text really means. (Pearson, 1985) "Comprehension is building bridges between the new and the known." (Clements-Davis, 1991, p. 43)

According to Pearson (1985), no text is ever fully explicit, authors omit those relationships that they expect (and hope) the reader can figure out for themselves. Reading is no longer passive, it is an active, constructive process in which a reader utilizes all available resources to construct meaning. Therefore, teachers must view the text, in conjuction with students' prior knowledge, student strategies, the task and the classroom situation as a whole to achieve comprehension. (Pearson, 1985)

Reading is a complex process that is affected by many factors, particularly prior knowledge. All reading presupposes that the reader has some degree of background knowledge on a subject. (Henry, 1990) The author supplies information that s/he assumes the reader does not possess.

If a reader is totally unfamiliar with a text they will fail to understand it. Therefore, teachers must enrich students background knowledge prior to reading in order to achieve a better understanding of the text for their students. "If students are able to read and comprehend for themselves, without the post-reading intervention of faculty or more skilled classmates - - if the 'clicks' of learning occur as they are reading - - these students might come to see themselves as proficient learners who can discover meaning and relate it to what they already know." (Henry, 1990)

According to McGinley and Denner (1987) in order to comprehend the reader must use clues supplied by the author to activate the appropriate background knowledge, often referred to as schemata. Once active, this schemata can serve as a basis for making predictions. A good reader is constantly making and testing his/her predictions.

Bauso (1988) also concluded that the words on a page do not lead to comprehension in and of themselves, but instead activate prior knowledge in the readers' mind. "Enriching prior knowledge is an unobtrusive way of improving reading comprehension in various courses, because the additional information provided is not about how to read, but rather about the subject to be covered in the course and in the assigned readings." (Henry, 1990, p. 436)

The traditional method of teaching reading ignores students' prior knowledge, it was a read first - discuss later process. When reading was thought to be a decoding of words, the above process made sense; but we now know that reading is a concept driven process in which teachers need to enhance students' knowledge on a subject. According to Bauso (1988), the read first - discuss later method leaves students struggling fruitlessly to understand the passage. Teachers should have discussions preceding the reading of any new text.

Researchers have discovered many instructional strategies to facilitate comprehension by relating the readers background knowledge to the new information. A prereading activity is a technique teachers can use to encourage students to call up background knowledge, to foster predictions and to ascertain the level of knowledge a particular student needs to close the gap between their prior knowledge and the demands of the text.

There are many pre-reading strategies that have been developed to enhance comprehension. According to Ausubel (1960), the use of meaningful advance organizers can lead to more effective retention. These organizers are to be used in advance of the learning experience in order to "bridge the gap between what the learner already knows and what he needs to know." (Searls, 1983) Ausubel does not state, specific pre-reading activities to use, therefore the teacher should utilize what works best for them.

Teachers must guide students by providing activities before, during and after students read a passage in order to help them understand what they encounter. Students are prepared for their assignments during the prereading stage. (Moore, 1989)

One common and easy strategy for the teacher to use is brainstorming in which the teacher gives the student a topic and they call out whatever comes to mind. This enables the teacher to view how much is known. They are able to proceed from there. This strategy rarely stands alone, but is usually incorporated or included with one of the other pre-reading strategies listed below.

STORY MAP

Beck (1984) determined that teachers need to develop an outline of the important concepts discussed in the reading. A story map states the major character's problems in the story and then attempts to solve the problem, eventually leading to a resolution or lesson. "Beck suggests that, having generated such a map, teachers should develop questions that elicit major components of the story map. . . . Questions that focus student attention on salient story elements elicit better comprehension and recall of the story in which such questions are embedded as well as better recall of new stories for which no questions are asked." (Pearson, 1985) Basically, the story map highlights the central content of the stories main and

implied events. Beck felt that this was critical to comprehension. (Beck, et.al., 1982) According to Beck (1982), the construction of a story map is the first order of business in promoting comprehension.

However, Tierney (1990) states that there is not enough data to substantiate Beck and McKeown's claims that an integrated and sequential line of questioning will lead to better comprehension. "Intuitively, a well-ordered set of questions would seem to be better than a random set, but less intuitively reasonable is the suggestion that provocative questions and interpretative probes may detract from story understanding." (Tierney, 1990, p. 266)

QUESTIONING TECHNIQUE

"Questions play an integral part in learning about the world." (Moore, 1989, p. 13) Questions should stimulate a students curiosity about a passage to be read, activate prior knowledge, lead students to anticipate and focus attention on important information. The goal of this process is once students can answer questions; they will be able to generate their own.

According to Pearson (1985), teachers must first make sure that their guided reading questions include a lot of inference. Second, teachers should develop questions to invoke prior knowledge and engage in prediction. Moreover, he feels that a story map can be used to generate guided reading questions.

The Directed Reading Activity strategy developed by Betts in 1946, has a prereading stage wherein questions can play an important role in preparing students to read the text. Teachers can ask text implicit questions to engage students background knowledge. More importantly, teachers should ask questions that will guide students through their reading.

While teacher generated questions are important in prereading; promoting active comprehension through self-questioning will allow students to be independent readers. (Moore, 1989) If students generate their own questions, they tend to become more motivated and actively involved in the understanding of the text. The teacher needs to guide students on question asking through modeling and guided practice. (Moore, 1989

ANTICIPATION GUIDE

Readers must rely on predicting to understand a passage. The anticipation guide is designed to enhance comprehension by allowing students to focus on concepts in the text. (Moore, 1989) Anticipation guides list statements in which students may either agree or disagree based on their prior knowledge about a topic. These guides help students to clarify their thinking. They are most appropriate for reading materials which introduce new concepts which contradict commonly held beliefs. These guides are also used after reading to evaluate

comprehension and to clear up misconceptions.

Anticipation guides can be used with students at all levels. The guide is designed to prepare students to focus on specific concepts by creating a mismatch between background knowledge and the information to be learned. (Moore, 1989) These guides can be given either orally or in writing. Students should answer all questions individually, then read to establish the correctness of their prior belief. (Gray, 1990)

Herber and Nelson (1986) recommend that statements be used in lieu of questions, because statements only require recognition, while questions require them to produce a response. Production of their own questions becomes the end goal of this type of instruction.

In essence, the guide provides for the following: 1) active involvement by the students in their own learning; 2) use of prediction to enhance comprehension; and 3) guidance in the form of purpose-setting behaviors as students interact with the text. (Tierney, et al. 1990) Moreover, the guide has some diagnostic view in that students discuss the statements prior to reading, in this way the teacher can see the depth and breadth of the students' knowledge. (Tierney, 1990)

STORY IMPRESSIONS

Story impressions differ from other prereading activities in that they do not give away large amounts of story content in order to improve comprehension. Moreover, they go beyond activating prior knowledge and influence the process by which readers use their knowledge. (Denner, 1990) Using key words, story impressions assist readers in building anticipation models of the text prior to reading. (McGinley & Denner, 1987) The reader will later check their blueprint with the actual text. This approach can be used with students at all ages.

Story impressions use both prediction and prewriting to enhance the readers understanding of a story. "Prewriting as a prereading activity may be especially beneficial because of its potential to affect the processes employed by readers as they make use of their activated story-relevant knowledge." (Denner & McGinley, 1990) Tierney and Pearson (1983) state that good reading is similar to good writing. Since writing and reading utilize similar processes, it makes sense that writing could be used as a prereading strategy.

McGinley & Denner's (1987) prereading writing activity stimulates the readers to approximate events of the to-be-read story by providing them with fragments of the actual story. Readers express their guesses or predictions by composing a story using the key words. "The object of the preview is not for the readers to guess the exact

relationship among events and characters, but simply to compare their own story-guesses while reading the author's actual account" (Denner & McGinley, 1990). McGinley and Denner (1987) found that students who compose a story guess prior to reading were more attentive during the reading of the actual story. Moreover, they began to view themselves as authors as well as readers.

GRAPHIC REPRESENTATIONS AND ORGANIZERS

Graphic representations depict important concepts so that students have a map of the text to be read. Graphically representing information provides students with a framework for previewing and reading a passage. (Moore, et. al., 1989) Graphic organizers are visual illustrations of verbal statements. They spatially display interrelationships among concepts presented in text.

Graphic organizers are most effective when students have an active part in their completion. A graphic representation can be a web which shows the interrelationships of ideas. This can be utilized with concepts or with vocabulary. Webs can also be used after reading to review major concepts and their relationships. (Moore, 1989) Webs or maps can be independently done or class-constructed. When constructing the diagram all related ideas should be assembled to show the relationships. (Irwin, 1986)

The graphic organizer presents a schematic design for major concepts and additional terms which convey information to students before they read. This strategy has been used primarily with secondary students, but can be molded for the younger grades. (Moore, 1989) A graphic organizer identify key concepts and arranges them in a diagram. A graphic organizer can be used to confirm understanding. An incomplete diagram is given and students are to survey the chapter to fill in the missing information.

"Fading from teacher to student control is difficult with a graphic organizer since prior knowledge of the topic is necessary. It would be quite easy for the teacher to model the use of a graphic organizer, but guided practice and independent use would be more difficult." (Moore, 1989, p. 56)

Outlining is also a graphic representation of the information needed to understand a chapter in a text. The only real difference between the outline and the graphic organizer and web is how the information is graphically depicted. In the outline, the information is hierarchically organized. Research indicates that outlines used prior to reading facilitate student comprehension.

Basically, all graphic organizers and representations have the same purposes: 1) to provide a means of pre-teaching difficult vocabulary in a chapter; 2) to present the students with an "idea framework" designed to

show important conceptual relationships between content vocabulary and 3) help teachers to modify and clarify their teaching goals (Tierney, et. al, 1990)

PReP TECHNIQUE

The Pre-Reading Plan (PReP) was developed by Langer (1981) as a method utilizing and analyzing students' background knowledge. It is a three step procedure. Step 1 is brainstorming or free-association; Step 2 students are asked to reflect upon what made them think of their Step 1 response and Step 3 permits the students to reformulate their ideas in light of what they have thought about. According to Moore, et. al. (1989), after the discussion in Step 3, students often come up with new associations not initially considered. Students are allowed to modify any ideas at this stage. The PReP can be utilized at almost any grade level.

According to Langer (1981) and Tierney, et. al. (1990); by providing students the opportunities to brainstorm, develop associations and reformulate ideas; students will be able to access what they know about a topic prior to reading. Using PReP enables teachers to help students make connections between the new and the known to form new ideas. If many students have background knowledge on the topic, the teacher may want to include additional enrichment activities, or perhaps abbreviate parts of the chapter to be read. The opposite can also happen; if

students do not have enough knowledge on a topic, background teaching may be necessary to assure optimal teaching. (Moore, et. al. 1989)

Similar to the Anticipation Guide, the PReP is mainly teacher directed, but the PReP concepts can be easily transferred to the student. Students should be encouraged to independently utilize PReP in their difficult content area reading. (Moore, et.al. 1989) These are just a few prereading strategies a strategic teacher can utilize to motivate his/her students to read and comprehend the text.

"The basic goals of reading are to enable children to gain an understanding of the world and of themselves, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become independently comprehenders." (Tierney, et. al. 1990)

Learning strategies are tactics to achieve an understanding of the material. Over the years many strategies have been developed. Three strategies that can be easily be incorporated into any prereading lessons are predicting, connecting and organizing. (Moore, 1989) Logically, comprehension is the ultimate goal with any prereading activity.

The effectiveness of prereading activities may not depend solely on a student's ability to activate prior

knowledge, but also on the extent to which they prepare the reader to apply that knowledge. (Denner & McGinley, 1990) In order to create better readers, the reader must have some functional strategies that will enhance their comprehension with and without a teacher. Comprehension instruction must emphasize readers' acquisition and control of strategic reading comprehension behaviors. (Johnston, 1985)

Based on the numerous studies on comprehension, Pearson (1985) concluded that a teacher must view the text, along with students background knowledge, students' strategies, the task, and the classroom as a whole, rather than individual parts, to be the complex array called comprehension. Therefore, prereading is just one part of the whole picture.

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APPENDICES

APPENDIX

RAW DATA
Experimental Sample

Subjects	Unit Tests	Plot Map	Essay
1	39	3	3
2	48	3	5
3	30	3	2
4	24	0	1
5	32	1	2
6	37	3	5
7	43	0	2
8	52	0	4
9	43	3	4
10	52	3	2
11	38	0	2
12	47	0	4
13	43	0	1
14	50	3	4
15	27	0	4
16	40	2	2
17	28	0	3
18	36	3	3
19	34	3	3
20	26	3	3
21	49	0	2
22	47	3	4
23	36	3	5
24	29	0	1
25	40	3	2
26	46	3	5
27	45	2	2
28	29	0	1
29	48	3	5

RAW DATA
Control Sample

Subjects	Unit Tests	Plot Map	Essay
1c	44	0	3
2c	34	2	5
3c	38	3	4
4c	38	3	4
5c	33	3	1
6c	13	0	1
7c	34	1	3
8c	34	0	1
9c	30	3	1
10c	32	0	1
11c	36	0	3
12c	19	3	2
13c	38	3	2
14c	35	3	2
15c	40	3	2
16c	40	3	4
17c	44	3	5
18c	38	0	3
19c	27	0	3
20c	41	3	4
21c	40	3	1
22c	50	3	4
23c	36	3	1
24c	24	0	2
25c	46	0	3
26c	19	3	1
27c	47	0	4
28c	43	3	3

NAME_____

UNIT TEST-TELL-TALE HEART

True or False: Put the WORD in the blank.

_____1. Every night for seven nights, the narrator looks in on the sleeping man.

_____2. The old man suspects nothing.

_____3. The young man doesn't like the old man.

_____4. The police are alerted when they hear a scream in the night.

_____5. The young man really hears the old man from under the floor.

_____6. The narrator places his chair directly above the spot where the corpse is buried.

_____7. The narrator carries out his plan on the eighth night.

_____8. The old man convinces the police that everything is o.k.

MULTIPLE CHOICE: Put the letter of the correct choice in the blank.

___9. The eye is described as _____.
a. bloody
b. disgusting
c. a pale blue eye with a film over it.
d. an eye that is falling out.

___10. How does the young man initially describe himself.
a. normal
b. nervous
c. a madman
d. dumb

___11. What woke the old man on the eighth night?
a. young man's thumb slipped upon the lantern fastening
b. wind in the chimney
c. a mouse crossing the floor
d. a cricket chirping

___12. How did the old man die?
a. stabbed with a knife
b. a heart attack
c. shot
d. he didn't die at all

___13. How was the old man's body hidden?
a. in pieces under planks in the floor
b. in the bathtub
c. buried in the yard
d. none of the above

___14. Why did the young man confess?
a. the officers found the body
b. there was a witness to the crime
c. they found his fingerprints on the murder weapon
d. his guilt was overwhelming

___15. The young man visited the old man's room
a. at midnight for 6 days
b. at 10pm for eight days
c. at midnight for eight days
d. the author does not tell us

MATCHING: Choose the definition for each word in column A; put the letter in the blank.

A	B
___16. courageously	a. disgusting, horrible
___17. groan	b. moan, cry
___18. gaily	c. dead body
___19. dreadfully	d. scream
___20. gradually	e. careful, watchful
___21. cautiously	f. bravely, fearless
___22. shrieked	g. cheerfully
___23. hideous	h. a measure taken to avoid danger
___24. corpse	i. slowly
___25. precautions	j. unpleasant

SHORT ANSWERS

26. Why does the narrator plan to kill the old man?

27. What does the young man do at the end of the story? Why?

28. Why do the police come to the house?

29. Why doesn't he carry out his plan until the eighth night?

Please put all answers on Answer Sheet.

Comprehension Questions

Answer these questions without looking back at the selection. Choose the best answer to each question and put an *x* in the box beside it.

Recognizing Words in Context

1. Anne says that on her *melancholy* days she sits with her chin in her hand. *Melancholy* is

   ☐ a. joy.
   ☐ b. patience.
   ☐ c. sadness.
   ☐ d. thoughtfulness.

Understanding Main Ideas

2. Why did Anne name her diary Kitty?

   ☐ a. It was like a pet to her.
   ☐ b. It was just a wild idea she had.
   ☐ c. It was like talking to a friend for her.
   ☐ d. It was named for her pet cat Moortje.

Keeping Events in Order

3. Which one of the following is a correct statement?

   ☐ a. The Franks went into hiding after the German officer's attempt to kill Hitler.
   ☐ b. The Franks moved to Holland shortly after their marriage.
   ☐ c. The Franks lived in Frankfort-on-Main before they moved to Holland.
   ☐ d. The Franks went into hiding before Margot was called up.

Keeping Events in Order

4. When did hard times begin for the Jews in Holland?

- ☐ a. Just after the beginning of the war
- ☐ b. Just after the Franks went into hiding
- ☐ c. Just before Peter came to the annex
- ☐ d. Just before Anne was born

Understanding Main Ideas

5. The Franks went into hiding when the Nazis sent a call-up notice for Margot. What did the call-up notice mean?

- ☐ a. Margot would have been sent to a concentration camp.
- ☐ b. Margot was called for military service against her will.
- ☐ c. Margot had violated some of the new decrees.
- ☐ d. Margot was probably a member of a resistance movement.

Recalling Facts

6. How was the entrance to the secret annex hidden?

- ☐ a. With a trap door
- ☐ b. By a curtain
- ☐ c. By a cupboard
- ☐ d. With a false stairway

Making Inferences

7. Anne quoted an old saying: "On top of the world or in the depths of despair." What else might she have said?

- ☐ a. Life is not worth living.
- ☐ b. I wish I were free again.
- ☐ c. The world is a crazy place to live.
- ☐ d. I have my ups and downs.

Recognizing Words in Context

8. Anne said the family was stuck in the secret annex like *outcasts. Outcasts* are

- ☐ a. old, cast-off clothes.
- ☐ b. outlaws from justice.
- ☐ c. people who have been rejected.
- ☐ d. prisoners who have escaped.

Keeping Events in Order

9. When did Anne become close with Peter Van Daan?

- ☐ a. Just before they moved to the secret annex
- ☐ b. More than a year after going into hiding
- ☐ c. When they were small children in school
- ☐ d. Right after Peter moved into the secret annex

Making Inferences

10. Probably the most important reason that Anne wrote to Kitty was that she was

- ☐ a. always happy.
- ☐ b. often lonely.
- ☐ c. afraid of people.
- ☐ d. angry with the world.

Recognizing Words in Context

11. After *restraining* himself for half an hour, Peter told Mr. Dussel to stop turning the radio dial. What did Peter do for half an hour?

- ☐ a. He held back.
- ☐ b. He moved quickly.
- ☐ c. He argued.
- ☐ d. He complained.

Understanding Main Ideas

12. What common need brought Peter and Anne together?

- ☐ a. A need to hear news from the outside
- ☐ b. A need to escape from harsh parents
- ☐ c. A need to share secrets in their diaries
- ☐ d. A need to tell their thoughts to someone

Recalling Facts

13. Where did Anne and Peter have their talks?

- ☐ a. In Anne's room
- ☐ b. In Peter's room
- ☐ c. In the private office
- ☐ d. In the kitchen

Recalling Facts

14. Who tried to kill Hitler?

- ☐ a. A German general
- ☐ b. A Jewish communist
- ☐ c. An English capitalist
- ☐ d. A German soldier

Making Inferences

15. Why was Anne so excited about the attempt on Hitler's life?

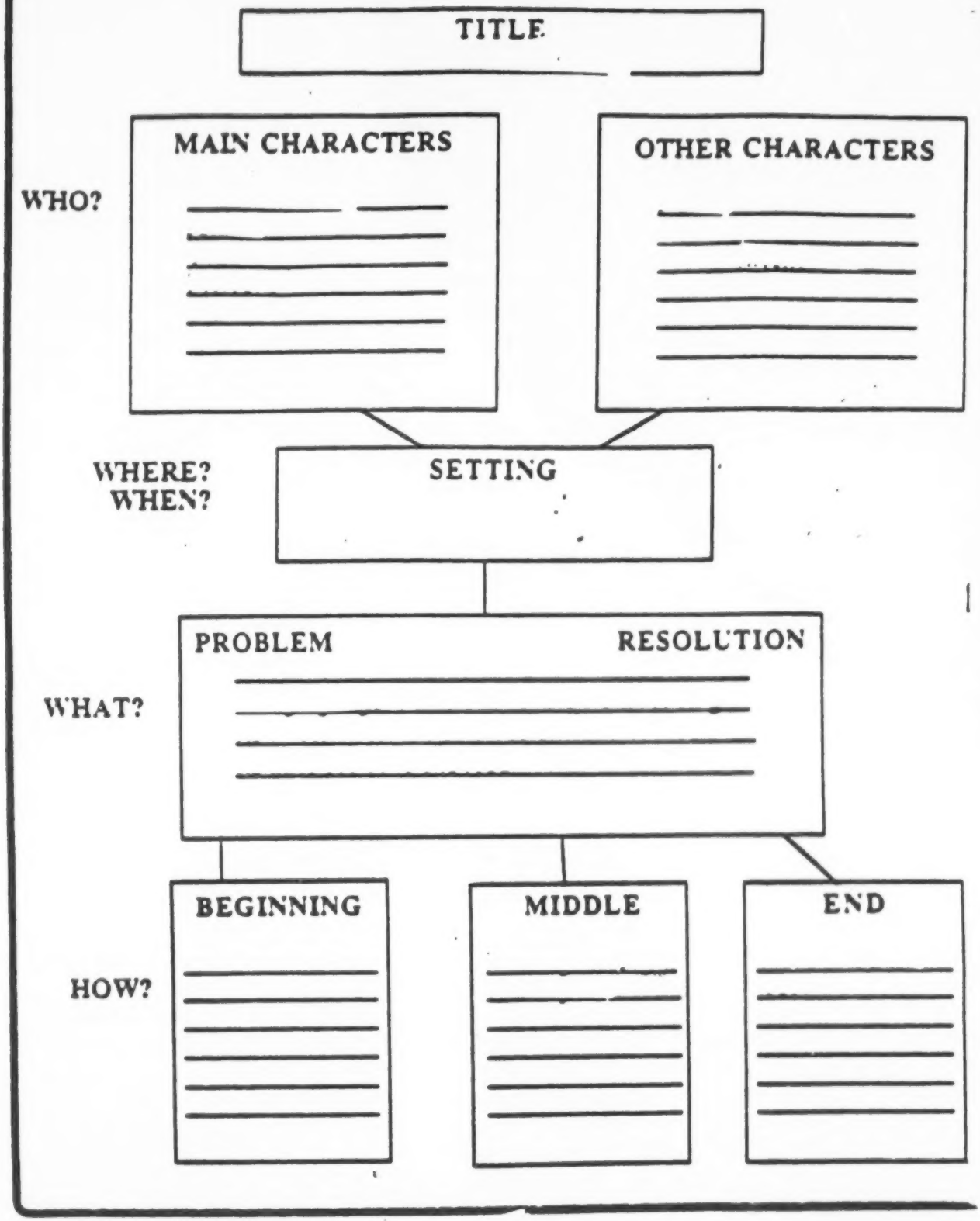
- ☐ a. It seemed a good way to get even with him.
- ☐ b. It meant she would be able to marry Peter.
- ☐ c. She felt the war would soon be over.
- ☐ d. It meant there had been a revolution in Germany.

Part II

Vocabulary: Matching-Put the letter in the blank

	A		B
___16.	melancholy	a.	uneasy
___17.	anxiety	b.	place the jails prisoners
___18.	emigrated	c.	partner
___19.	restriction	d.	ruler
___20.	concentration camp	e.	very sad
___21.	allies	f.	unfortunate, threatened
___22.	dictator	g.	German leader
___23.	Fuhrer	h.	immigrate, leave
___24.	doomed	i.	disorder
___25.	shambles	j.	limitation

PLOT MAP


TITLE
WHO?
MAIN CHARACTERS
OTHER CHARACTERS
WHERE?
WHEN?
SETTING
PROBLEM
RESOLUTION
WHAT?
HOW?
BEGINNING
MIDDLE
END